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ABSTRACT

The checklist and purchase guide for school and community libraries in Appalachia includes an introduction with suggestions for use of the checklist, and listings in eight sections: bibliographies, materials, and resource lists; standard works and surveys on Appalachian history, culture, and politics; language and literature; music, arts, and crafts; Appalachian flora and fauna; anthologies and texts; and journals, magazines and newsletters. The section on bibliographies and resource materials lists 15 compilations published since 1974. Appalachian history, culture, and politics are covered in 93 entries, which range from David Crockett's autobiography to a 1977 oral history of Appalachia. The language and literature section lists 29 primary prose sources, 10 secondary sources, and 39 primary poetry sources. Under music, arts, and crafts, nine sources published between 1968 and 1977 appear. A folklore section contains 19 listings. Five sources cover Appalachian flora and fauna. The section of anthologies and texts lists 18 sources published between 1970 and 1977. Thirty-four journals, magazines, and newletters are listed, from the "United Mine Workers Journal" to "Appalachian Heritage." An addendum contains five additional listings: three on Appalachian history, culture, and politics, and one each on poetry and music, arts, and crafts. (MH)

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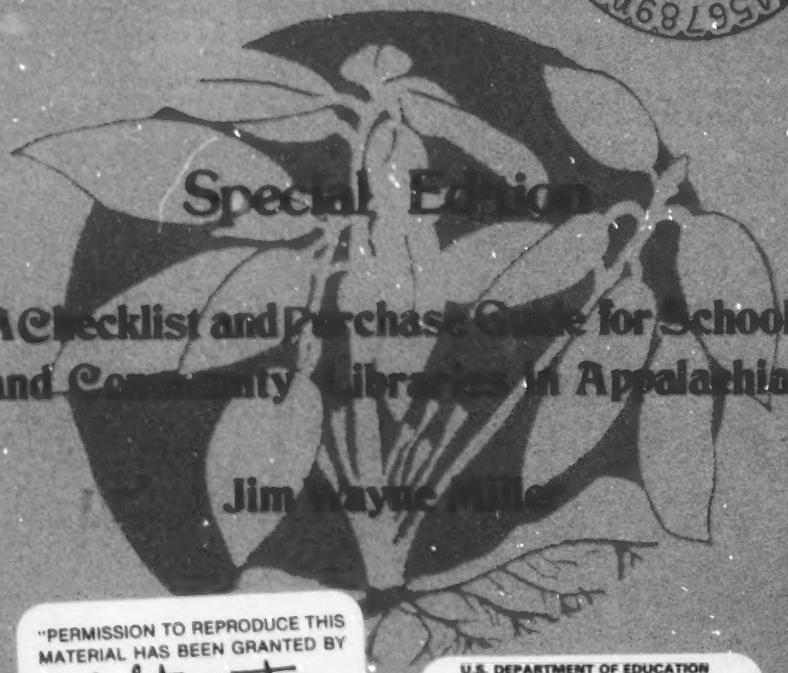

Special Edition

A Checklist and Purchase Guide for School and Community Libraries in Appalachia

Jim Wayne Miller

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JIM WAYNE MILLER is a philosopher, poet, teacher, and scholar in Appalachian Studies.

Dr. Miller is professor of German language and literature and Intercultural and Folk Studies at Western Kentucky University in Bowling Green. He has directed workshops in Appalachian Studies and serves as visiting professor at Berea College's Appalachian Center. Author of two collections of poetry, *Dialogue with a Dead Man* and *Copperhead Cane*, Dr. Miller is renowned for his readings throughout the Appalachian region and beyond.

In addition to his books on poetry and ballads, Dr. Miller is the author of "Appalachian Values/American Values: The Role of Regional Colleges" which was prepared for the conference on The Role of Colleges in Southern Appalachia, Mars Hill College, June 1976. A condensed version is the lead essay in the Vol. 5, No. 1, Autumn 1977 issue of the *Appalachian Journal* entitled "A Guide to Appalachian Studies."

In 1979 the Appalachian Consortium Press will publish Dr. Miller's latest book of poetry, *The Mountains Have Come Closer*.

The Checklist and Purchase Guide is divided into eight sections:

I. Bibliographies, Materials and Resource Lists.
II. Standard Works, Surveys: Appalachian History, Culture, Politics.
III. Language and Literature.
    1. Primary Sources: Prose.
    2. Some Secondary Sources.
    3. Primary Sources: Poetry.
IV. Music, Arts, and Crafts.
V. Folklore.
VI. Appalachian Flora and Fauna.
VII. Anthologies and Texts.
VIII. Journals, Magazines, Newsletters.
Addendum.

A Checklist and Purchase Guide for School and Community Libraries in Appalachia

by Jim Wayne Miller

Back around the turn of the century when he was trying to gather information about the Southern Highlands, Horace Kephart discovered, to his dismay, that very little had been written about the area we now know as Appalachia. Kephart could not find a single up-to-date magazine article describing the land and people. Had he been seeking information about exotic places such as Timbuktu or Tenerife, he could have found it in abundance, Kephart said. But no library in America could provide him with a guide to the Southern Highlands, this "rooftop of America."

That situation soon changed, and Kephart had a hand in changing it by publishing, in 1913, *Our Southern Highlanders*. In 1921 John C. Campbell appended a considerable bibliography to his *The Southern Highlander and His Homeland*. Campbell's complaint, unlike Kephart's, was not of a lack of information concerning Appalachia, but of myths and misinformation. More things were known about the Southern Highlands that were not true, Campbell wrote, than of any other part of the country.

Understanding Appalachia is still impeded by myth, stereotype, and misinformation. Today Harry Caudill can credibly maintain that the Appalachian mountain range is "the least understood and most maligned part of America." But certainly if Kephart were seeking information about Appalachia today in any of the better libraries in the country, his complaint would more likely be of a bewildering abundance of materials, rather than of a lack of them. Recently Berea College historian Dr. Richard Drake published "A Bibliography of Appalachian Bibliographies" which lists 57 bibliographies compiled since 1911.

If Kephart were writing today he could draw on the following resources: the Weatherford-Hammond Mountain Collection at Berea College; *The Southern Mountains: A Bibliography and Guide to Studies*; Louise Boger's *The Southern Mountaineer in Literature*; Robert Munn's *Appalachian Bibliography*; The Council of the Southern Mountains' *Bibliography of the Appalachian South*; West Virginia University's *Appalachian Outlook*, a quarterly up-date to Munn's *Appalachian Bibliography*; the *Bibliography of Southern Appalachia*, edited by Charlotte T. Ross, published by the Appalachian Consortium Press in 1976 and distributed by the Consortium Press and the University of Tennessee Press.

Our proper concern today cannot be with a lack of information about Appalachia. Books, journals, anthologies, tapes, and films concerning every aspect of life in the region are available. The need now is to concentrate on making known, throughout the Appalachian region, the existence and availability of all these materials. For when one visits the high school, city, and county libraries of Appalachia, one is struck by the discrepancy between the abundance of available materials on Appalachia and the materials actually available in the libraries. In too many of our high school and community libraries, Kephart might still find more information about Timbuktu than about Appalachia.

We may justifiably complain that the rest of the country misunderstands Appalachia. But if we compare the Appalachian collections of our high school, city, and county libraries with those of similar libraries outside our region, we may be

forced to admit that the rest of the country knows more about us than we know about ourselves.

Fortunately, there are exceptions. With the aid of an ESEA Title II grant, Mrs. Elaine Duty, librarian at the John S. Battle High School, in Washington County, Virginia, has created a Southern Appalachian Collection of over five hundred titles in the categories of general works, philosophy, religion, social sciences, linguistics, pure sciences, applied sciences, arts and recreation, literature, history, fiction, and reference works. In addition to books, the collection includes journals (such as *Appalachia, Appalachian Journal, Foxfire, Mountain Life & Work*), maps, pamphlets, sheet music, paintings and pictures, dozens of disc and cassette recordings, slides, films, and filmstrips. The collection is housed in a separate part of the library and identified as the Southern Appalachian Collection. A shelf list, with annual supplements, is available. The collection is made known to the community through an attractive brochure which states that the collection may be used not only by the school's students but also by all persons interested in the study of the Southern Appalachian heritage. Many people in the immediate community and from the surrounding area use the collection.

Middle schools and high schools in West Virginia have been the beneficiaries of cooperation between the West Virginia Department of Education and Morris Harvey College Publications in Charleston, West Virginia. The Appalachian Center at Morris Harvey College, working with the State Department of Education, has developed and distributed educational materials relating to Appalachia. The Center has prepared, as an aid to teachers and librarians, purchase guides, lists and catalogs of books and audio-visual materials which could be acquired by libraries to support curricular offerings in Appalachian history, culture, literature, and the arts.

Every school and community library in the Appalachian region should have—and can have—an Appalachian collection like the one at the John S. Battle High School. That collection and the cooperation of Morris Harvey College with the West Virginia Department of Education stand as examples to us—examples of ways in which we can undertake the important task of introducing regional materials into every school and community library in Appalachia. Throughout the region more and more schools are introducing new courses dealing with various aspects of Appalachian history and culture, or are developing units emphasizing Appalachia for already existing courses. More and more adults in the region are continuing their education, formally and informally. They are drawing on the resources of local schools and of city and county libraries as they pursue interests in genealogy, local and regional history, politics, economics, arts and crafts. Thus it is important that our libraries have adequate resources for interests and activities of the people they serve.

The establishment and improvement of Appalachian collections in the school and community libraries of Appalachia can make a significant contribution to what Harry Caudill sees as a needed "cultural upheaval" in the region. Appalachian collections in use throughout the region can help bring about what Charles O. Jackson, in a recent article in *Appalachian Notes*, calls a "social redefinition of the region." Such collections can help young people come to see Appalachia not as a place to escape from but as a place with an interesting past, a challenging present, and an exciting future. Appalachian collections, properly used in curricular offerings of the schools, can help the young person see in Appalachia a place, as Wendell Berry puts it in a poem, "whose possibilities I am one of." In the remaining years of the twentieth century, nothing educators can do is likely to be more important than helping Appalachians—from grade school through the university—know more about the history, culture, economics, and politics of their region.

Teachers and librarians, convinced of the need for an Appalachian collection or of the need to improve current holdings, nevertheless appreciate guidance in deter-

mining the value of what is already on their library shelves and in deciding what should be added to make their collections adequate. The list which follows is a response to that felt need. The items on it have been suggested by knowledgeable people from various academic disciplines. The list is not exhaustive. Rather, it should be considered the nucleus of a good Appalachian collection. Emphasis is upon what is essential and available, but the list contains both old and new titles (many of the older works have been recently re-issued).

Some suggestions about the use of this checklist:

1) Inventory your library's holdings and determine how many titles your library already has that belong to an Appalachian collection. (Since this checklist and purchase guide is selective, not exhaustive, you'll probably have titles not on the list which nevertheless should be a part of your Appalachian collection.)

2) Assign priorities to those items that you don't have in your library. Begin systematically to acquire them. You may want to form an Appalachian Studies Committee or Appalachian Heritage Committee of teachers and interested community members for this purpose.

3) Highlight the collection. House it in a separate part of the library. Prepare a master list to which supplements may be added as the collection grows.

4) Publicize the collection.

5) Don't slight audio-visual materials. After all, much of what is unique and valuable in the Appalachian heritage of song, story, dance, art, and crafts is truly audio-visual, appealing directly to the ear and eye. Many aspects of Appalachian traditions are best preserved and presented on film, slides, disc records, and cassette and video tapes.

6) Keep your Appalachian collection growing. Acquire one of the more inclusive bibliographies, such as the *Appalachian Bibliography* or the *Bibliography of Southern Appalachia*. Subscribe to a bibliographical up-date such as *Appalachian Outlook* and to some of the journals containing reviews of new publications (*Appalachian Notes, Appalachian Journal*).

7) Make the Appalachian collection the center of school and community events throughout the year. The showing of a newly acquired film, for instance, might serve as the occasion for an afternoon or evening program. Appalachian writers, poets, historians, and other scholars might give readings or lectures in the part of the library where the Appalachian collection is shelved. Different clubs and organizations in the community might be invited to hold one of their meetings in the school or community library, where they might become acquainted with the Appalachian collection and its usefulness for their activities and interests.

8) Use the Appalachian collection as a resource for community projects. Every Appalachian state has a federally funded arts council or commission, as well as a state-based humanities council. These agencies make grants to local groups and organizations for many kinds of projects. An Appalachian collection in the local school or community library could be an important resource for carrying out many projects and might be an advantage when applying for various kinds of grants.

9) Make your own contributions to the checklist and purchase guide. You may be aware of books which, in your opinion, belong on a minimum list of Appalachian holdings.

I. Bibliographies, Materials and Resource Lists.

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A list of films, videotapes and other materials available from Appalshop.

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